

## Reading - Analyzing Information : NUTRITION ARTICLE ANALYSIS

Student Name: \_\_\_\_\_

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CATEGORY	4	3	2	1
<b>SUMMARIZATION</b> *	Student discusses the purpose and accurately summarizes the article objectively.	Student describes what the article is about and makes reference to the author's purpose.	Student summarizes most of the article accurately, but has some slight misunderstanding of the author's purpose.	Student has difficulty summarizing the article and/or identifying the author's purpose.
<b>IDENTIFIES INFORMATION AND RESEARCH</b> *	Student identifies all the key points in the article and is able to recognize the research presented.	The student identifies most of the key points and research presented in the article.	The student lists some points, but misses a few of the key points and research presented in the article.	The student cannot locate important information with accuracy.
<b>IDENTIFIES FACTS AND OPINIONS</b> *	Student accurately distinguishes between all of the facts and opinions presented in the article and evaluates the credibility of the author.	Student accurately distinguishes between most of the important facts and opinions in the article and discusses the author's credibility.	Student distinguishes between some of the facts and opinions in the article. Explanation about the author's credibility is weak.	Student has difficulty distinguishing between facts and opinions.
<b>CONNECTIONS, THOUGHTS, AND CONCLUSIONS</b> *	Student demonstrates a strong degree of reflection, has made connections between the article, class, and their life. Student strongly expresses what has been learned and clearly explains how this new information will be used.	Student demonstrates some reflection and made some connections. Student somewhat expresses what has been learned from the reading, and briefly explains how this new information will be used.	There is little reflection or connections made by the student. Student somewhat expresses what has been learned from the reading, but has trouble explaining how this new information will be used.	There is no reflection or connections made to the reading. Student has difficulty describing what has been learned from the reading.
<b>ORGANIZATION</b>	Analysis is organized and logical. Key ideas are clearly presented. Ideas flow well from one sentence to the next and connecting ideas link paragraphs.	Analysis is organized. Key ideas are presented and flow somewhat well from one sentence to the next. There is some connection between paragraphs.	Analysis is somewhat organized. Key ideas are presented but are not connected.	Analysis lacks organization and is weak.
<b>FOLLOWING DIRECTIONS</b>	All of the directions for this assignment were followed. Analysis was more than 500 words.	Most of the directions for this assignment were followed. Analysis was 500 words.	Some of the directions for this assignment were followed. Analysis was less than 500 words.	Few of the directions for this assignment were followed. Analysis was significantly under 500 words.
<b>CONVENTIONS</b>	Spelling, Grammar, & Punctuation were perfect.	A few errors were made in sentence structure, grammar, spelling, &/or punctuation.	More than a few errors were made in sentence structure, grammar, spelling, &/or punctuation.	Many errors were made in sentence structure, grammar, spelling, &/or punctuation.
<b>TIMING</b>	Analysis was turned in ahead of time.	Analysis was turned in by the due date.	Analysis was turned in a week or two late.	Analysis was turned in extremely late.

\* Worth double of the other categories